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17. ABSTRACT (MAX. 250 WORDS)

Notes based on a twenty-five reference bibliography which contained studies on migrant families and pilot projects established to aid migrants were presented.

One study found that the educational experiences of migrant children included retardation and frustration. Migrant children entered school late, were slow and uncertain, had language difficulties, and by their second year were retarded because they had been held back in the first grade.

Some local school authorities failed to provide adequate educational opportunities for migrant children because they lacked knowledge of their special characteristics and needs.

Steps to encourage community migrants included publishing stories about local programs, directing attention to needs in the community, finding out how other communities work with migrants, studying articles about migrants, finding people and agencies who can help, and developing a guide sheet for starting a community program.

Trends in programs for migrant workers included an emphasis on educational activities and on school entrance and attendance. State education departments and state universities helped in the education of migrant children. Also, programs to provide community health services for migrants were started by church groups or other agencies having a first-hand knowledge of their health needs.

Educational opportunities for children of migrant workers can be improved by developing special programs and ungraded systems, offering specialized teacher training programs, providing better facilities and day care centers, calling conferences, promoting studies, and enacting legislation.

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Migrants - State Reports - Kansas

ED002406

PART TIME CITIZENS

Notes for

Interdepartmental Conference on Migrants in Kansas

State Office Building
Topeka, Kansas
June 29, 1962

KANSAS COUNCIL FOR CHILDREN AND YOUTH
9 Bailey Hall, K.U.
Lawrence, Kansas

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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PART-TIME CITIZENS
Serving Migrant Workers in Western Kansas

Interdepartmental Committee Meeting
Social Welfare Conference Room
State Office Building
Topeka

June 29, 1962
10:00 a.m.

Agenda

Reports

"Community Planning for Services to Migrants".....Rev. Harold Statler
Executive Secretary
Kansas Council of Churches

"Health Needs of Migrant Families".....Dr. Patricia Schloesser
Director
Division of Maternal & Child Health

"Planning to Meet Health Needs".....Dr. Robert Reidel
Executive Secretary
Kansas State Board of Health

"Day Care Center for Children of Migrants".....Dr. Marjorie Stith
Kansas State University

"Educational Needs of Migrant Children".....H.M. Lattimore
University of Kansas

"The Welfare Department Looks at Migrant Families....Marvin Larson
Executive Secretary
Department of Social Welfare

Dorothy Bradley, Director
Division of Child Welfare

General Remarks.....Mildred Dougherty,
Consultant
Bureau of Labor Standards
U.S. Department of Labor

Discussion....."Where do we go from here?".....H.M. Lattimore, moderator

ED002406

These notes were prepared for the use of participants in an interdepartmental conference called by the Kansas Council for Children and Youth. Although the lack of time has kept me from organizing the notes effectively and editing them carefully, I believe they will be useful to members of this committee and others to whom they might be distributed for study.

I did not have time to footnote the manuscript when I prepared it, but the reader can trace the statements back to the sources by consulting the bibliography which begins on page three.

Bea Kulier and Mary Francis, of the Bureau of Child Research staff, deserve special credit for their assistance in the preparation of this manuscript. It was dictated one day, typed in draft form the second day, and mimeographed and assembled the third day.

H. M. Lattimore
Executive Director
Kansas Council for Children and Youth
9 Bailey Hall, K.U.
Lawrence, Kansas
June 28, 1962

NOTES REGARDING MIGRANT FAMILIES

In 1957 a survey was made in six cities in southern Texas in which there are large settlements of migratory farm workers. San Antonio, Crystal City, Eagle Pass, Larado, Wesleyco, and Robbstown were selected to provide a cross-section of the southern Texas home-base area. The field work was done during January and the early part of February, 1957, when the number of migrants in the area was near the maximum. The number of migrants in the sample cities was affected by the drought that had existed in parts of southern Texas since 1951. Because of this drought, families who needed regular employment during the winter had gone elsewhere to find it.

The interviewers for the survey were Spanish-American youth, many of whom were students or graduates of St. Mary's University in San Antonio, Texas. They did not come from the families of migratory farm workers, but were interested in them because of a common racial and cultural background. This interest was not regarded as strong enough to effect results of the survey.

It was reported that the average working days in 1956 amounted to a total of 131 per migratory farm worker. The heads of the households, however, reported an average of 174 working days for the entire year.

In 1956 the average earnings per worker was $779. The average earnings for the heads of the households was $1,145. The median income per migratory family was $2,208.

The average family size was 6.5.

More than half of the migrants are children below legal working age.

These children have irregular schooling. Almost all of them are educationally retarded. The survey showed that one third of the adult migrants had no education; only five per cent had education beyond grade school; the median educational achievement usually fell somewhere between the third and sixth grades. The survey revealed that out of 214 youth in the 14 to 16 age bracket only four

were in the grades from 9 to 11 where they would normally belong. Sixteen per cent of the 214 were from one to two years below their normal grades; 39 per cent were from three to four years below their normal grades; 29 per cent were five to six years below their normal grades; and 14 per cent were eight or more years behind their normal grades.

The Spanish-American households are often larger than the biological families since relatives and friends often comprise part of the household.

Several trends which have developed and which help alleviate problems associated with the movement of the migrant farm workers are: (1) Some migratory workers are moving to their permanent work area, thereby reducing the unemployment in the home base during the winter months; (2) there is more coordination of movement to insure that the workers go to areas corresponding to the actual employment needs; (3) there has been a development of day care centers, summer schools, and other facilities to take care of children who accompany workers; (4) there is an imporvement in the method of teaching English to Spanish speaking children in the schools of the home base area; (5) more attention is being given to regular school attendance on the part of these children; (6) there are also improvements in transportation, housing, and sanitation, which affect the well being of these workers.

One of the best bibliographies on the migratory problem is the one prepared by the U. S. Department of Labor. It is "Selected References on Domestic Migratory Agricultural Workers, Their Families, Problems, and Programs: 1955-60." This is Bulletin No. 225, dated January, 1961, published by the Bureau of Labor Standards. This pamphlet is a "must" for each person who is seriously interested in the migrant problem.

The following bibliography includes the references which I will use in the report that follows. It is not taken from the references mentioned above.

1. "Children of Misfortune" by Shirley E. Green. Published by the National Council on Agricultural Life and Labor, 1751 N Street, N.W., Washington, D. C. This pamphlet was originally published as the May, 1954, issue of Social Action Magazine, a publication of the Council for Social Action of the Congregational Christian Churches. F. Ernest Johnson is the Editor.

2. The American Child, Vol. XL, No. 4, entitled "Disadvantaged Children and the World of Work", dated November, 1958. Published by the National Child Labor Committee, 419 Fourth Avenue, New York 16, New York.

3. "When the Migrant Families Come Again." This is a guide for better community living published by the Federal Interdepartmental Committee on Children and Youth.

4. "Home Making for our Migrant Families" by Ruth H. Braun. This is a report of a demonstration project in Manitowoc County, Wisconsin. It was published and distributed by the National Consumers Committee for Research and Education, Inc., Engineers Building, Cleveland, Ohio. It is dated April, 1959.

5. "The Community Meets the Migrant Worker." This is Bulletin No. 221 of the U.S. Department of Labor, Bureau of Labor Standards, and was published in 1960. It describes current programs and trends.

6. "The Forgotten People." This pamphlet was published by the New York State Conference NAACP Branches, 20 West 40th Street, New York 18, New York.

7. "Migrant Labor: Educational Aspects." This is an article that appeared in the School Life magazine in 1948.

8. "Educating Migrant Children: Some Proposed Solutions." This is an article which appeared in School Life in December, 1946. It was written by Walter H. Gaumnitz.

9. "The Excluded Americans." This was an article in Time magazine, published December 5, 1960.

10. "Our Miserable Million." This is an article taken from Coronet magazine, dated September, 1958. It was written by Theodore Irwyn.

11. "Migrants Create School Problems." This is an article taken from the Christian Century of May 2, 1956.

12. "Look Aplauds New Jersey Council of Churches." This appeared in Look magazine July 12, 1955.

13. "Agricultural Migrants." This is an article from School Life of January, 1956.

14. "Children of the Harvest." This was taken from the Reporter magazine of October 16, 1958. It was written by Lois Phillips Hudson.

15. "Hope for Migrants." This was taken from Christian Science Monitor, April 20, 1959. It was written by Dorothea Kahn Jaffe.

16. "Migratory Farm Labor." This was taken from State Government of May, 1958.

17. "Migrant Workers: Harvest Machine" by Sue Keisker. This was taken from the Common Wealth, May, 1961.

18. "America's Submerged Class: The Migrants." This was written by Mary Heaton Borse. It appeared in Harpers in February, 1953.

19. "Migrant Workers Plight." This was taken from Fortune of November, 1959.

20. "Migrants in Our Midst." This was taken from the Farm Journal of June, 1957. It was written by Bob Fowler.

21. "Welcome to Our School, Jim." This came from the NEA Journal of January, 1957. It was written by Elizabeth Sutton.

22. "How the County Plans to Improve Health Conditions Among Its Migrant Labor Population." This was taken from the American Journal of Public Health, September, 1952. It was written by Mina Teilman.

23. "No Migrant Problem Here." This was taken from National Business magazine of December, 1951. It was written by Andre Fontaine.

24. "A Million Migrants: Children of Misfortune." This was taken from Look of July, 1951. It was written by Louis W. Gillenson.

25. "Texas Cleans Up a Mess." This was taken from the Saturday Evening Post, July 27, 1946. It was written by Lewis Nordyke.

Shirley Green reports on a study of educational problems of more than 1300 migrant children. There were 1,862 school-aged children who, in turn, formed a cross-section sample of several hundred thousand American children who with their parents "followed the crops" as agricultural migrants. She quotes from "Migrant Labor--Alluman Problem" (report of Federal Interagency Committee on Migrant Labor, March, 1947, page 22): "the chief victims in the families of migratory workers . . . are the children. They are not only robbed of normal home and community life, but are universally handicapped by too early employment and by lack of educational opportunities."

The study reported here deals specifically with the educational opportunities and experiences of the school-aged children involved in the migratory labor stream. It was a field research study sponsored by the National Council on Agricultural Life and Labor and directed by the author of this report. The study was an action-oriented study " . . . designed to provide a factual, objective basis for plans and programs to improve the educational opportunities and experiences of the children of migratory agricultural workers." Field research was conducted in four local areas selected to reflect various types of migratory situations. The four centers were in Palm Beach County, Florida, a winter vegetable area employing 4,000 to 5,000 migratory workers, Negro in the fields and white in packing sheds, during the months from November to May; Northhampton County, Virginia, a vegetable growing county employing up to 5,000 Negro migrants in June and July, and up to 1,000 during the school months of September and October; Guadalupe County, Texas, a cotton growing area employing upwards of 2,000 Spanish-American migrant workers during September and October and serving as home base for more than 450 Spanish-American migrant families during the off season from December to April; and Vermilion and Iroquois Counties, Illinois, a limited vegetable growing area delivering to four local canneries which recruit and house a Spanish-American migrant labor force of about 150 families from the end of May to the end of August.

In these four centers, interviews were conducted with 665 migrant families, 197 school principles and teachers, and about 75 other informed persons. School records of 1,719 migrant pupils were examined, and numerous group discussions were conducted to gain insight into the problem. In each local center an advisory committee of 15 to 35 persons was created to give guidance to the study. In Florida, 428 children were given a series of achievement and adjustment tests for purposes of comparison between migrants and non-migrants.

The central findings of this field study are virtually summarized in a paragraph from The Uneducated, a study by Eli Ginzberg and Douglas W. Bray, published in 1953 as part of a Columbia University research project on conservation of human resources.

> The obstacles to school attendance for these children are almost insurmountable. The migrant family leaves home before the end of the school year and returns after the beginning. Even if children were to attend school while the family is away from home, travel time and the constant changing of schools would have a serious effect on the efficacy of instruction. In any case, they rarely attend school when outside of their home state, and frequently are absent when home. While most states and localities no longer specifically exclude the children of migrants, few make any serious effort to compel school attendance. The determining factor is the attitudes of parents and children toward education. The need for the wages of children, the general poverty of the family which prevents the purchase of adequate clothing and food supplies, the reluctance of the children to attend classes in which they are older than the others, and the social ostracism that usually meets the migrant--all contribute to the obvious result. On the basis of sample studies, it appears that only a small percentage of the school-age children of migrants actually attend school when they are outside of their home state, and those who do are usually between two to five years behind the resident children. It is indeed questionable whether the educational problem posed for the children of migrants can be resolved short of a successful attack on the problem of migratory labor itself.

The outstanding facts of the educational experiences of migrant children are retardation and frustration. The normal American child enters school at the age of six or seven, completes one grade each year, and graduates from the twelfth grade at the age of 17 or 18. There are, of course, exceptions. Such is not the case with the migratory children, however. First, there is the serious question as to whether the migratory child will get started in school at the proper age. One eighth of the children in the sample of this study first entered school after their eighth birthday. More than a third of these enrolled first at age 9 or 10 and in a few cases even older. The proportion of belated entries was considerably larger in the Spanish-American than in the Negro or white Anglo groups. Spanish-American parents almost never enroll their children until age seven, while many of the children in the other groups enter at six.

Once enrolled in school, migrant children find the going slow and uncertain. By their second year in school, over a third of them were found to be retarded because they had been held back in the first grade. By their fourth school year, over half of them were retarded one to three years. The proportions of retardation mount steadily with every additional year of schooling. At the ninth year, 75 per cent of the migrant children were retarded from one to five years. The median retardation at this point fell between two and three years. After the eighth year in school, the number of migratory children enrolled fell very rapidly, and the proportions of extreme retardation fell also, reflecting the heavy drop-out rate in the more retarded group.

The research group attempted to appraise the significance of retardation to take into account the growing tendency in modern educational practice to promote slow learning children frequently enough to keep them more or less abreast of their chronological age despite their comparative failure to master the work. A tabulation of judgments of teachers reveals that 30 per cent of the migrant

children were regarded as placed too high by the time they were in the second grade. Once again the rates mounted sharply to the sixth grade when more than half of the migrant children were regarded by their teachers as placed from one to three grades above their actual academic achievement level.

In 1950, 74.4 per cent of all 16 and 17 year old American youths were enrolled in school, but a survey revealed that only 14.9 per cent of the 16 to 18 year old children of migrants were enrolled.

The lack of educational achievement among the migrant parents contributed to the lack of educational interest displayed by the children. Also the children often have difficulty with language since they learn to speak English in school but often speak and hear only Spanish when they are at home.

In "Children on the Move" in the American Child, Elizabeth Sutton states that "migrant children constitute one of the most disadvantaged groups of children in American life. They share a mobile way of life and the limitations it places on stability. They live as 'outsiders', segregated from the life of the community, with no legal status and no place of legal residence."

She goes on to say that in many instances, local school authorities fail to provide adequate educational opportunities for them. Reasons for this failure, she said are (1) a lack of awareness of the existence of migratory children in the area, (2) rejecting attitudes of local communities and lack of responsibility for the education of these children, (3) the lack of school facilities and teaching personnel to accommodate large numbers of additional children, (4) classroom instruction geared to permanent school population, (5) a lack of understanding of the background, needs, and unique experiences of migrant children and resistance to utilizing them as a basis of instruction.

She suggests that in-service education of school personnel is needed so that they will gain the understanding of sociological and psychological factors in the life pattern of agricultural migrant children which will enable them to provide a meaningful learning experience for these children. Miss Sutton joins others in suggesting a revision of the curriculum to provide for these children.

"When the Migrant Families Come Again," published by the Federal Interdepartmental Committee on Children and Youth suggests that there are several things which will help interested individuals or groups get started in planning for migrants in their communities. These steps include (1) publishing of stories about some local programs, (2) directing specific attention to things needing attention in the community, (3) finding out how other communities work with migrants, (4) study pamphlets and articles about migrants, (5) find out what persons and agencies can help, (6) develop a guide sheet for starting a community program.

A school attendance program was begun in Hollandale, Minnesota, to get the children of migrant workers in school during the months that they lived in that community. Local school officials, church groups, growers, and labor recruiters joined officials of the U.S. Department of Labor's Wage and Hour Division and the State Labor Department in an education campaign to make room for the migrant children in the schools and to see that they attended. A minister and a priest urged members of their congregations to tell their migrant employees that all school-aged children should be in school. A grower who recruited Spanish-American workers prepared his contracts in Spanish and included information about the Minnesota School Attendance Law and the Federal Minimum Age Provision which makes employment of children under 16 during school hours illegal. The local newspaper pointed out needs of migrants and their children. Children began to go to school! Extra teachers had to be hired, and bus transportation arranged. The School Lunch Division of the State

Department of Education made special allocations of surplus foods and various civic organizations helped pay for school lunches for migrant children during the first year. Local people furnished many boxes of clothing and the county nurse assisted in arranging for vaccinations and tuberculosis x-rays. The school superintendent and his teachers helped the children by giving special instruction in reading, arithmetic, health practices, citizenship, homemaking, and art.

In Cayuga County, New York, a group of local citizens went to the county 4-H agent for advice about problems relating to migrant children. The 4-H agent took the lead in planning 4-H activities for migrant boys and girls and organized a special 4-H club in the labor camp. This was in a community of about 225 people which had an influx of 1,200 seasonal agricultural workers. Projects undertaken by the club of migrant children ranged from the construction of simple shoe racks, through homemaking and agricultural activities, to complicated dress making and swine projects, with plenty of social activities mixed in between.

In Fresno County, California, people became concerned about the health problems of migrant workers. The publication of the Inter-departmental Committee on Children and Youth tells how these people organized an interagency committee to adopt new measures to overcome such problems as poor sanitation, poor nutrition, diarrheal disease, and long distances to doctors and hospitals. The home advisors of the agricultural extension service taught migrant mothers how to use the surplus foods distributed by the welfare agency. The Red Cross conducted classes in home nursing and mother and baby care. The Fresno County General Hospital waived residence restrictions for children and pregnant women in migrant families. The state and local health departments worked together to set up child health conferences and immunization clinics in the labor camps. A larger committee was organized to establish clinics to provide public health services and

medical care for both children and adults and day care centers for children of working mothers. In order to give the local school board authority to set up a day care center in a rural area, a change in a state law was acquired through organized action of the people in the community. The growers supported the new legislation at the state hearing. Several growers donated buildings for day care centers, clinics, and for other purposes. The Rosenberg Foundation helped meet some of the initial expense. The camp Committee of Migrant Mothers helped decorate the centers and the Extension Service extended its program of teaching homemaking practices to migrant mothers. They taught sewing, home arrangement, child care, use of the surplus foods distributed by the welfare agency. One home demonstration agent explained her approach, saying "At first it was essential to establish migrant families confidence in us . . . and we had to develop a sympathetic understanding of them in order to guide them in improving their own living standards. We found it necessary to praise their first attempts toward improvement, meager as they might be in order to make sure that other steps would be taken . . . belief in themselves was essential to success."

Things usually needing attention in communities where there are migrant laborers include schooling for children, day care for children whose mothers work, health education, improvement of living quarters, improvement of transportation, recreation and social opportunities, participation in community life, and better human relations.

Probably one good way to start a community program is to discuss the situation with a few leaders first. Let the whole organization come later. Teamwork is essential. Facts must be gathered as a basis for decisions and these facts need to be kept before the people. Every community should use local financing as much as possible. Use of local human resources should be fully developed. A community should look at things from the migrant's point of view as well as from the community's perspective.

Ruth Braun reports on a homemaking project which was conducted in Manitowoc County, Wisconsin. The purpose of this project was to provide educational services in home economics to migrant workers' families. This was to be accomplished through (1) direct services, (2) training and recruitment of community leaders and organization of community groups, and (3) training of home economics extension workers.

The general areas of concern of this project were: clothing, foods and nutrition, health and education, home furnishings, and community activities. A group of eight or ten of the teen-age girls and young married women formed a clothing group. Three sewing machines were rented and rotated from camp to camp. The foods and nutrition classes taught the women how to use foods which were readily at hand and how to can foods properly. The health and education program included inspections by doctors and nurses of the county health department. The home furnishings classes taught the migrant families how to make their living quarters clean and attractive. They used inexpensive materials and found that they could make many nice pieces out of wooden apple boxes and other discarded materials.

In "The Community Meets a Migrant Worker" there is a discussion about child welfare services which are provided by state and local public welfare agencies. Day care for children for whom public welfare agencies assume responsibility is an accepted child welfare service and there are no residence requirements for child welfare services. Under Title V, Part 3 of the Social Security Act, present child welfare service funds are made available to state public welfare agencies for the purpose of "establishing, extending and strengthening their state and local child welfare services." These funds are provided through the Children's Bureau of the U. S. Department of Health, Education, and Welfare. Under policies for the administration of the program, these funds may be used for "costs of foster family

or group day care, including the operation of day care centers for children for whom the public welfare agency assumes responsibility by providing and purchasing services and care." This policy makes it possible for state public welfare agencies to use these funds to operate day care centers or pay for their operation by others. Present funds are not earmarked for specific child welfare services. State plans for use of the funds are developed jointly by the state agency and the Children's Bureau.

In Lucas County, Ohio, for example, the Curtice Day Care Center operated by the Lucas County child welfare board was financed by public welfare funds in 1957, 1958, and 1959. In 1959, the Iowa State Department of Public Welfare met half the expense of the day care center for migrants. People of Muscatine paid the other half. In 1959, the Maryland State Department of Public Welfare helped finance a day care center operated by the migrant ministry in Summerset County on a per child per diem basis. This represented nearly half of the total cost, the balance being paid by the Council of Churches. In 1959 the Migrant Ministry was reimbursed by the State Department of Public Welfare of Virginia on a per capita per diem basis for part of the cost of operating two day care centers. There is a definite trend toward the use of public welfare funds to support day care programs for migrant children.

Another trend in the programs for migrant workers is the emphasizing of educational activities for migrants and seeing that the children get into school. State education departments are helping various communities in these educational functions. In Ohio, after a survey on enrollment in regular schools was made and the report showing the need for more summer schools, action was taken to get legislation to: (1) reimburse local boards of education for extra expense incurred for migrants during spring and fall; and (2) allow for use of state funds for summer schools.

The governor supported this legislative proposal and included an item of $175,000 for the biennium in his budget recommendation. No opposition was encountered either from the legislators or from the finance chairman in the House and Senate. There has apparently been a growing awareness that, even if migrant children attend regular schools in most places where their parents work, there will be gaps in their schooling because of time lost while traveling and because some communities still reject them or because schools are closed while the migrants are there. An increasing number of summer schools are being set up to help close these gaps.

Some state universities are cooperating in the education of migrant children. In at least two state universities, in cooperation with state education departments, school administrators and classroom teachers have developed materials to help teachers who have migrant children in their classrooms during the regular school year. Research projects in three universities concerned with the education of migrant children are supported by funds provided through the Office of Education of the U. S. Department of Health, Education, and Welfare. These universities are: Southern Illinois University, The University of Wisconsin, and Western Michigan University.

Programs to provide community health services for migrants are often initiated by church groups or other agencies having a first-hand knowledge of their health needs. Most community programs utilize both public and private resources in setting up health programs for migrants. Various types of health clinics are operated for the benefit of migrant workers. Some welfare agencies or relief officials have emergency funds that may be used for acute needs of transients for short periods of time. Under residence laws, funds are often made available for returning migrants to their "home states."

Walter Gaumnitz suggests several steps which might be taken to improve educational opportunities for children of migrant workers.

1. Develop and offer special training to prepare teachers to meet the needs of different groups of children of migratory laborers: (a) those coming from varied environments, (b) those economically and socially insecure, (c) those retarded in school progress and belonging to racial minorities, (d) those undernourished and in poor health, (e) those often unwanted by the school and feared by parents of other pupils as sources of infection and bad company.

2. Employ an extra supply of reserve of teachers or tutors on the basis of state, county, or city school systems--persons who can be used to: (a) organize classroom groups of migrant children when and where needed, (b) seek out migrant children who ought to be in school and who are not, and (c) work with those who must be out of school.

3. Establish ungraded classrooms organized and equipped to deal in a practical way with: (a) a wide variety of age, interest, and intelligence groups, (b) classes organized in terms of two hour or half day periods, and (c) instruction organized in terms of non-sequential curriculum units, comprehensive projects, and pupil activities rather than in terms of isolated facts, subjects, and text books which are often meaningless to students attending irregularly.

4. Provide a simple, but clean and orderly school room or study center which will appeal to the children coming from shacks, camps, and other poor home surroundings.

5. Make classes including a number of migrant children smaller than those for resident pupils in order to give teachers the time and opportunity to deal with problems of individual pupils. Teachers also need time to adjust the school program to meet the special needs of migrant children.

6. Call inter-state and intra-state conferences to: (a) study jointly the problems of migratory children, (b) reach agreements concerning ways of solving common problems, (c) develop cooperatively special school services for migratory pupils, and (d) formulate necessary, and perhaps uniform, remedial legislation.

7. Provide state and federal grants to encourage the development of educational programs for migrants, to stimulate local districts to assume financial responsibility for educating non-resident pupils, and to offset the added costs entailed in providing such special services as are required.

8. Give special attention to children of migrants through the health and physical education services of the schools, including regular medical and dental examinations, preventative and corrective services, psychological tests and consultation, nutrition education, and services to atypical children.

9. Develop and install improved state-wide systems of child records and accounting, including permanent and accumulated school records for every child.

10. Enact effective and perhaps more uniform state laws relating to school census, compulsory attendance, and child labor.

11. Develop and experiment with emergency or traveling schools from migratory groups; establish school facilities in labor camps; and provide other special and essential education services.

12. Organize the school day and the school term to provide maximum service to children who must be out of school part of the day or during certain seasons of the year.

13. Organize larger units of school administration, not only to reduce the many school district boundaries which now make it difficult to develop adequate educational services to migrants, but also to secure a reserve of teachers and types of specialized personnel and provide specialized equipment and services essential to an effective program of education.

14. Promote studies, surveys, and experimentation on the educational problems of migrants on local, state, and federal levels, and publish findings.

15. Develop units and activities for migrants which emphasize handwork, training in skilled trades, training in waitress and maid services, homemaking, and agriculture. Also put more emphasis on reading, writing, and arithmetic as tools for improving standards of living, vocational efficiency, self-expression, and recreation.

16. Give more attention to language handicaps of migrant children.

17. Establish and maintain nursery or child care centers for young children whose mothers work in the crops.

18. Educators should, of course, keep informed about various ways to keep migration of families with young children to a minimum. They can help develop conditions which make the farm workers life more stable.

"Migrants Create School Problems," a study made by the Arizona Migrant Ministry, reveals that educational retardation is a major problem among children of agricultural migrants. Superintendents and teachers in sever schools in key agricultural areas reported that most migrant children are retarded in achievement by at least half in comparison with other children the same age.

In 1956, a report in the School Life tells how the U. S. Office of Education cooperates in the national effort for agricultural migrants. There are now two inter-agency groups in the federal government that devote themselves exclusively to the migratory laborer and his dilemma. The one that has existed the longest is a Subcommittee of the President's Inter-Departmental Committee on Children and Youth. The Subcommittee was set up in 1950 as the Special Committee on Migrants and their families; but since the larger aspects of the migrant program were taken over by a more recently established committee, its name has been changed to the Subcommittee on Children of Agricultural Migrants. Eleven members sit in on this Subcommittee representing various government agencies. The purpose of the Subcommittee is threefold: (1) to give the member agencies a means of

informing each other about their various programs for migrants, (2) to stimulate better programs, and (3) to strengthen working relationships between the federal government and state and local governments and various organizations. The second inter-agency group is the President's Committee on Migratory Labor which was established in 1954. Its purpose is to stimulate and coordinate programs that will improve the total welfare of migrant laborers and their families. Members are the heads of the same five agencies that now are represented on the Subcommittee on Children of Agricultural Migrants.

Sue Keisker says that the health problems of migrant children are often ignored. She states that the American Academy of General Practice reports nearly five times as many cases of medic dysentery among migrant children as among the same number of urban children, about four times as much whooping cough, and 44 times as much diarrhea. A recent survey of migrant health studies around the country found that migrant children only rarely receive shots for smallpox, diphtheria, whooping cough, tetanus, and polio.

Mary Heaton Borse, writing in Harpers, states that the Department of Agriculture has stringent regulations governing the transportation of cattle and pigs. They must be unloaded at stated intervals for rest, food, and water. But 60 per cent of the migrants travel long distances in trucks to get to work. "Many travel 1,800 miles with no rest stops on three or four day trips without stop-over for sleep or replenishment of food . . . there is a desperate need for transient rest camps supplied by the federal government," said Dr. Martha Elliott, then Chief of the Children's Bureau.

Bob Fowler describes the West Side School near the crossroads town of Five Points in the San Joaquin Valley--a school that dedicates its whole existence to the sons and daughters of migrant workers. In Fresno County of California, local ranchers,

with the help of county extension workers, church and health authorities and others, set out quietly to solve their migrant problem. The new West Side School that they built for migrants has met with spectacular success. Children love to go! The attendance is 680--even though only 25 per cent of the children can stay long enough to finish the school year. Only four youngsters out of the 950 enrolled have parents who own property and pay school taxes. But that doesn't stop West Side people from using their money for the school. They think that a good school is especially important to migrant children. In the classrooms of these schools, the boys and girls learn realistic skills such as appliance repair, safe use of electricity, and baby care. Girls visit the second-hand department of a furniture store in Fresno, 35 miles away. The girls alos shop for a wardrobe for a baby. No one goes hungry in West Side classrooms even when work is slack. There is a breakfast of hot chocolate, cereal and sandwiches. Students are learning to like milk and it is available for everyone at 10:00 each morning. Noon lunch costs 20 cents, but most youngsters go through the serving line free during lean work periods. The ranchers of the area have cooperated in an improvement program for migrants. On one ranch there is a demonstration cabin 12½ by 13 feet. Migrants were shown that merely painting the unfinished walls and ceilings improved lighting 40 per cent. They papered one wall of a kitchen at a cost of 40 cents. Fresno County's doctors teamed up with the Public Health Department to provide medical care for migrant families. Night clinics are held from 6:00 p.m. until midnight, and sometimes doctors don't get away before 2 o'clock in the morning. A chapel was provided for the migrants and a chaplain from the National Council of Churches serves as minister.

Writing in the NEA Journal, Elizabeth Sutton describes ways in which various schools have made a special effort to make the migrant children feel welcome and to enable them to become part of the school community.

Mina Teilman reports that one county made definite progress in improving the health conditions among its migrant labor population. In the fall of 1949, some so-called nutritional deaths among migrant children focused attention on the health problems of migrant laborers in the San Joaquin Valley. The State Health Department called a conference to help local agencies develop a health plan. The Red Cross began conducting classes in home nursing and child care. Two home advisors from the extension service helped the migrant women learn how to prepare and use surplus foods. The County Health Department enlisted the assistance of a health educator from the State Health Department. Child health conferences and immunization clinics were organized. Women leaders in the labor camps were asked to serve on camp health committees, to report sick children to the public health nurses, and to encourage mothers to bring their children ot the clinics.

The Fresno County Rural Health and Education Committee was formed with representatives from the Welfare Department, medical society, Council of Churches, service clubs, workers, growers, the health chairman of Governor's Committee on Children and Youth, Director of Public Health Nurses, the Child Care Center Director from the Department of Education, the Red Cross Nursing Director, Agricultural Extension Home Advisor, Fresno State College Health Educator, and the Chairman of the Health Division of the Fresno County Coordinating Council.

A demonstration project on better living for the migrant children was planned, and an appeal for funds from the Rosenberg Foundation was granted. With these funds, the generous financial help of three

of the growers, and the work of the committee, the following services are now being provided: Four Child Health conferences; five prenatal clinics; eight medical care clinics; nine home nursing classes; three first-aid classes; eight homemaking classes; one child care center, and three health centers.

Growers in the whole migrant area are watching the results of this pilot project. Ultimately, it should mean a better way of life for underprivileged people.

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Lawrence, Kansas
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Library references for this paper were collected by the extension library at the University of Kansas.